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Otterbein University  
BULLETIN

New Series

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Summer School Number  
FEBRUARY, 1913

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## CALENDAR, 1913.

First Semester ends Tuesday, January 28.

Second Semester begins Wednesday, January 29.

Easter Recess begins 4:00 P. M. Friday, March 21.

Easter Recess ends 8:45 A. M. Tuesday, March 25.

Registration Day for next School Year, Monday, June 2.

Second Semester ends 4:00 P. M. Wednesday, June 11.

Fifty-seventh Annual Commencement, Thursday, June 12.

Summer School begins Monday, June 16.

Summer School ends Friday, July 25.

First Semester begins 10:00 A. M. Wednesday, September 10.

# SUMMER SCHOOL FACULTY

---

WALTER G. CLIPPINGER,

**President.**

*Lecturer on Psychology and Education.*

NOAH E. CORNETET, A. M.,

**Registrar.**

RUDOLPH H. WAGONER, A. M.,

**Principal of Summer School.**

*Latin and Mathematics.*

THOMAS J. SANDERS, Ph. D., LL. D.

*Philosophy, Psychology and Education.*

CHARLES SNAVELY, Ph. D.,

*Sociology and Economics.*

ALZO PIERRE ROSSELOT, A. M.,

*French and Spanish.*

MINOR MCCOOL, Ph. B.,

*Agriculture, Botany, Physiology and Physical Geography.*

SAMUEL J. KIEHL, A. B.,

*History and English.*

GRACE COBLENTZ, A. B.,

*German.*

GLENN GRANT GRABILL,

**Director of School of Music.**

*Piano, Harmony and Theory.*

BLANCHE E. BASCOM, A. B.,

*Art.*

BELLE GEGNER,

*Assistant in Art.*

WILLIAM TECUMSEH TRUMP, Ph. B.,

**Supervisor of Normal Work.**

*School Methods and Management, and History.*

JOHN FRANK NAVE,

*Penmanship.*

GRACE E. DENTON,

*Public School Music and Voice.*



HARRY J. HELTMAN, B. S.,  
*Public Speaking.*  
FRANK B. PEARSON, A. M.,  
*High School Methods and Management.*  
MARIA S. CHASE,  
*Superintendent of Model School.*  
H. L. HOPPER,  
*Household Economics.*

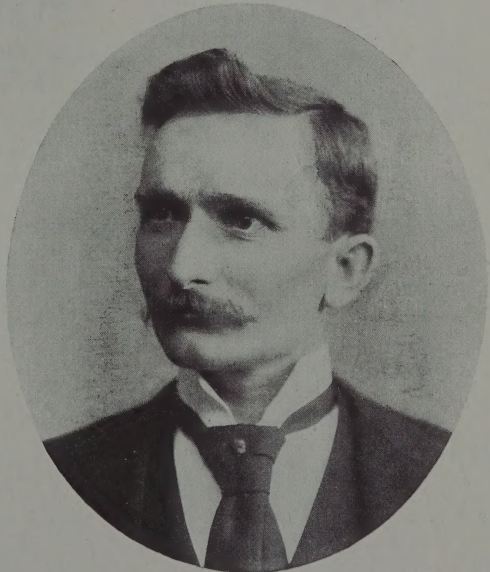
### LECTURERS.

WALTER G. CLIPPINGER,  
President of the University.  
Psychology and Education.  
MARGARET W. SUTHERLAND,  
Principal of Columbus Normal.  
Methods, Travel and Literature.  
THOMAS J. SANDERS, Ph. D.,  
Professor of Philosophy.  
Philosophy and Education.  
EDMUND A. JONES, Ph. D.,  
Professor of Bible History.  
School Law and School Men.  
WILLIAM T. TRUMP, Ph. B.,  
Superintendent of Schools, Miamisburg.  
Story Telling.  
ERNEST A. SANDERS, A. M.,  
Professor in High School, Jersey City.  
Forestry and Nature Study.  
H. L. HOPPER,  
House Decorator.  
Household Science.  
A. P. SANDLES,  
State Secretary of Agriculture.  
Agriculture and Rural Problems.  
FRANK B. PEARSON, A. M.,  
School Problems.  
FRANK W. MILLER,  
State School Commissioner.  
Our Public School System.  
MARIA S. CHASE,  
The Child.  
A. B. GRAHAM,  
Extension Department Ohio State University.  
Agriculture.

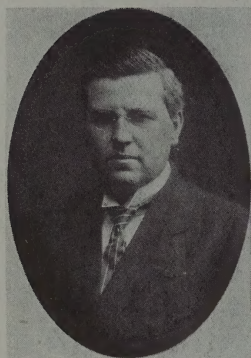
## FACULTY



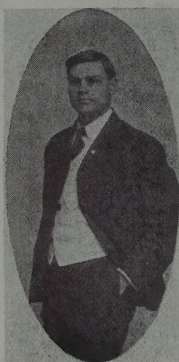
Walter G. Clippinger,  
President



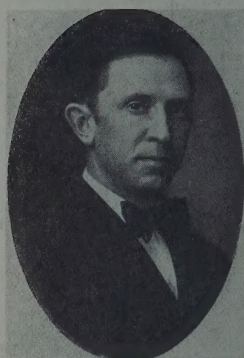
Rudolph H. Wagoner  
A. M.  
Principal  
Latin and Mathematics



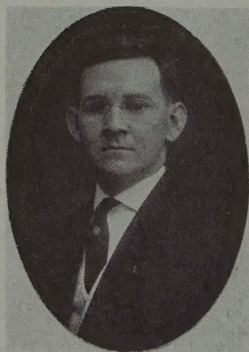
Noah E. Cornet, A. M.  
Registrar



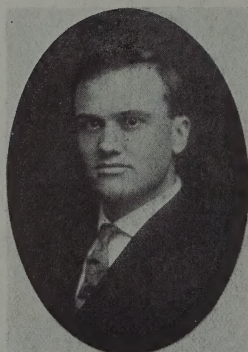
A. P. Rosselot, A. M.  
French



Minor McCool, Ph. B.  
Greenville High School  
Agriculture



S. J. Kiehl, A. B.  
History and English

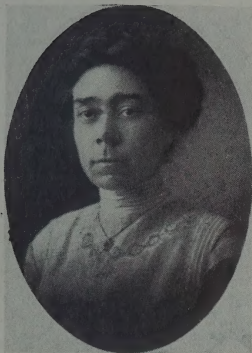


H. J. Heltman, B. S.  
Public Speaking

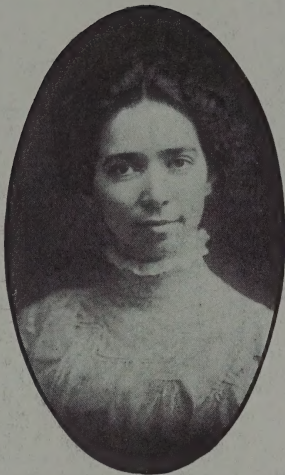


Grace E. Denton  
Voice





Maria S. Chase  
Mt. Vernon Public Schools  
Primary Work



Grace Coblentz, A. B.  
Miamisburg Public Schools  
German



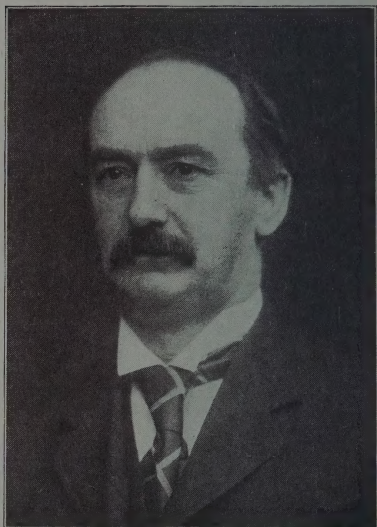
Charles Snively, Ph. D.  
Sociology and Economics



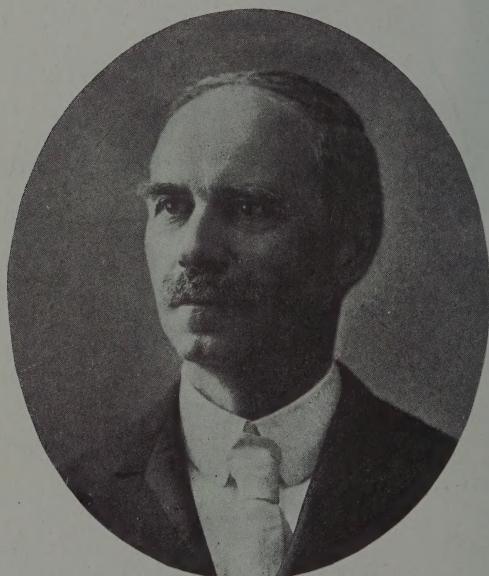
Glenn Grant Grabill  
Director of the Conservatory  
Piano



Blanche E. Bascom, A. B.  
Director of Art

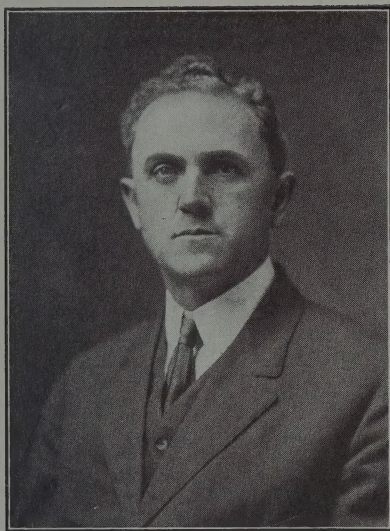


Frank B. Pearson, A. M.  
Ohio State University  
Education

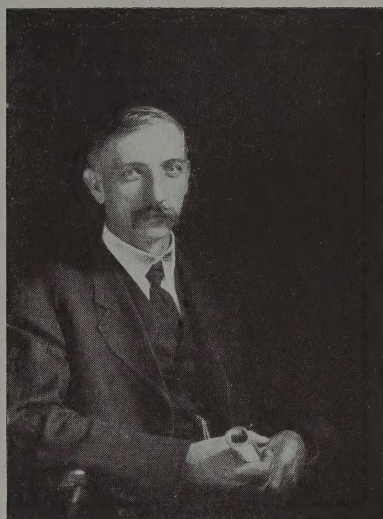


T. J. Sanders, Ph. D., LL. D.  
Philosophy





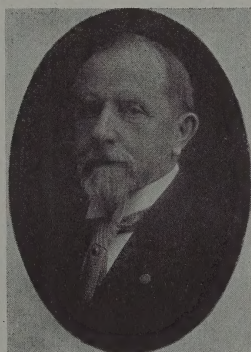
W. T. Trump, Ph. D.  
Sup't. Schools Miamisburg  
Education



A. B. Graham  
Agricultural Extension Depart-  
ment  
Ohio State University  
Lecturer



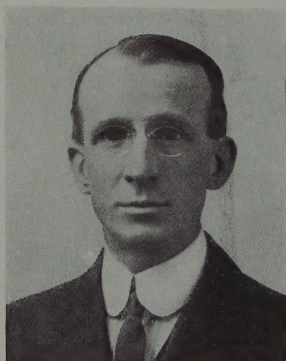
Margaret Sutherland  
Principal Columbus Normal  
Lecturer



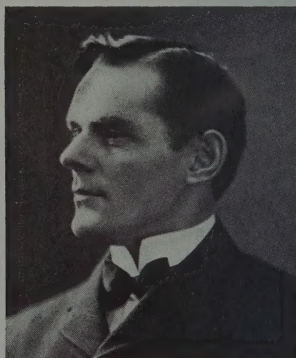
E. A. Jones, Ph. D.  
Lecturer



Belle Gegner  
Art



Harry L. Hopper  
Lecturer



A. P. Sandles,  
State Secretary of Agriculture,  
Lecturer

# Otterbein Summer School,

## 1913

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The splendid attendance of recent years and the enthusiastic response given to our new courses and aggressive movements, warrant the University in enlarging even upon these. This catalog announces more thorough courses and a larger number than last year.

There will be a large number of instructors, and about seventy-five courses. The normal department will be especially strong this year. A half-dozen teachers will give their time exclusively to this work. Superintendent W. T. Trump, of Miamisburg, will have direct charge of all the work. As a special feature, courses will be offered for the benefit of superintendents, principals, and teachers in the higher grades. Professor Frank B. Pearson, so well known to all Ohio teachers, will give special courses for high-school teachers and superintendents. A well-conducted model school with actual critic teaching will be a feature.

New courses will be offered this year in Natural Science and Agriculture, and will be in charge of Professor McCool, of the Greenville high school. Public-school Art and Music will be taught.

A feature which was attractive and helpful in recent years was the free public lectures and entertainments offered on various occasions. The number and variety of these will be still greater than last year.

### **WESTERVILLE.**

Westerville is a beautiful town of two thousand inhabitants. Its facilities render it an ideal place for study and recreation. It has all modern advantages. The pride of the town is its high grade of morals and standard of education and refinement. Westerville is situated twelve miles north of Columbus on the Pennsylvania Railroad, furnishing seven trains daily to and from the city; trolley cars also make the trip hourly, hence the facilities for transportation make the town a veritable suburb of the capital city.



## ROOMS.

Cochran Hall, with accommodations for eighty young ladies, will be opened. The rooms are nearly all arranged to accommodate two, and vary in price for the individual, from seventy-five cents to one dollar and seventy-five cents per week, according to size and location. The student provides her own towels, and bedding, except mattress and pillows. Application for rooms should be made before coming. Room rent in the Hall is payable in advance. All ladies will be expected to room in the Hall, unless by special permission, other provision is made.

The young men find rooms in homes of the town, making their own choice subject to the supervision of the faculty. The rooms vary in price according to location and furnishing. Generally two young men room together, thus making the expense to each from one dollar to one dollar and a half per week. Single rooms vary from one dollar to two dollars per week.

## BOARD.

Board may be had in clubs and restaurants for \$2.75 per week. Private board is slightly higher.

## TUITION AND FEES.

Tuition in the Literary departments, College or Academy, (twenty hours) for term of six weeks.....	\$8.00
For less than six weeks, per week.....	2.00
Matriculation fee for students in all departments.....	.50
Work in Model Training School only.....	5.00
Additional work in Literary department, per course.....	2.00
Full work (20 hours) in Literary department and Model School .....	10.00
No fee of less than \$4.00 will be accepted for any amount of work.	

For rates in the departments of Music and Art, see those departments. (Pages 29-31.)

Special fees for Penmanship and Public Speaking. (See pages 27 and 23.)

## HOURS OF WORK AND CREDITS ALLOWED.

A student may carry as many hours of work as he may elect, but under no circumstances will credit be allowed for more than one unit which is one-fourth of a regular year's work.

Under no circumstances will more than  $\frac{1}{2}$  unit of credit be allowed for any one study, and then only when pursued two hours per day. A study pursued one hour per day counts for  $\frac{1}{4}$  unit credit.

A unit of work in the college department consists of a study of four (or five) hours carried throughout the year, fractional parts based upon a proportionate number of hours. This applies to all college and academy courses.

Credits will be allowed in the college or academy for certain kinds of work done in the normal department if approved by the head of the department and the Principal of the Summer School.

# SUMMER SCHOOL SCHEDULE.

	7:00	7:45	9:00	10:00	11:00	1:00	2:00	3:00
Dr. Clippinger			Lecturer					
Professor Cornet	Registrar.							
Doctor Sanders	Logic	History of Education	Ethics		Logic			
Doctor Snively	Sociology		Economics		Sociology			Economics
Professor Wagoner	Cicero	Arith.	Caesar	Cicero	Arith.			
Professor Rosselot		French II	Grammar	French II				
Professor McCool			Nat. Study	El. Agri.		Physiology	Botany	
Professor Kiehl	Eng. Lit.	Solid Geom.		Am. Lit.	English History			
Miss Coblentz						German	German	
Professor Grabill	Piano	Piano	Piano					
Professor Trump	U. S. History				Class Room Management	Algebra		
Miss Bascom			Art	Art	Art	Art	Art	
Miss Gagner			Art	Art	Art	Art	Art	
Miss Denton		Voice						
Professor Heltnan								4:30 Public Speaking
Professor Nave								4:00 Penmanship
Miss Chase								
Professor Pearson						Mod. School 1 & 2 Grades	Mod. School 3 & 4 Grades	Lecture
H. L. Hopper	Evening Lecturer on Household Economics					High School Course	Teachers' Course	

CHAPEL EXERCISES DAILY AT 8:45. LECTURES AT 8:45 or 4:00.



# SUMMER SCHOOL, 1913

Begins Monday, June 16; closes Friday, July 25.

## DEPARTMENTS.

I. College.

II. Academy.

III. Normal.

IV. Music.

V. Art.

## COURSES.

### I. English.

1. English Grammar.
2. American Literature.
3. English Literature, two classes.

### II. Mathematics.

1. Arithmetic, advanced.
2. Algebra.
3. Geometry.

### III. Sociology, History and Economics.

1. Civil Government.
2. United States History.
3. American History.
4. European History.
5. General History.
6. English History.
7. Political Science.
8. Sociology.
9. Household Economics. (Lectures.)

### IV. Science.

1. Physical Geography.
2. Nature Study.
3. Elementary Botany.
4. Advanced Botany.
5. Physiology.
6. Agriculture.
7. Physics.
8. Chemistry.

### V. Pedagogy.

1. Psychology.
2. Philosophy of Education.
3. Psychologic Foundations of Education.
4. Philosophy of Teaching.
5. Philosophy of School Management.
6. History of Education.
7. Practical School Management.
8. High School Administration and Methods.

9. School Law.
10. Model School and Methods.
11. Critic Teaching.
12. Child Study.
13. Manual Arts.
14. Story Telling.

### VI. German.

1. Beginners' Class. (Review Only.)
2. Grammar and Prose.
3. Conversation.
4. Advanced Course.

### VII. Latin.

1. Caesar, IV Books.
2. Cicero, two classes.
3. Virgil.

### VIII. French.

1. First Year.
2. Conversation.
3. Reading.
4. Romance Philology.

### IX. Spanish.

### X. Music.

1. Piano.
2. Harmony.
3. Counterpoint.
4. History of Music.
5. Voice.
6. Public School Music.

### XI. Art.

1. Pencil.
2. Charcoal.
3. Water Color.
4. China.
5. Oil.
6. Basketry.
7. Art Metal.
8. Clay Modeling.
9. Public School and Normal Methods.

Courses will not be offered when less than five students apply. Double courses for which double credit will be allowed may be given in some instances.

# College and Academy

The regular work in the College and Academy will be given whenever the demand justifies, and due credit will be given for all work done to the satisfaction of the teacher in charge. The courses have been arranged to meet the needs of the following classes of students: Those who wish to shorten the time of their college course by doing summer work; those who desire to become regular in college work; those who wish to remove conditions; those who are preparing for admission to college; teachers who wish to broaden in their fields of work and to study different methods of instruction; superintendents, teachers and prospective teachers who are seeking preparation for county or state examinations and all who wish to become more thorough in any subjects herein offered.

## PHILOSOPHY AND EDUCATION.

**Dr. Sanders, Professor Trump, and Professor Pearson.**

**I. Philosophy of Education.**—Rosenkrantz.

The student here will find a body of educational principles which will furnish a safe guide in his pedagogical thought.

**II. The Philosophy of Teaching.**—Tompkins.

The students here will learn that the world and self are both ground in reason; that the world is my larger self—the one conscious reason, the other, unconscious reason, each the correlate of the other. In other words, we have here the essential nature and laws of the teaching process.

**III. The Philosophy of School Management.**—Tompkins.

Here we find the school to be a beautiful unity—an organic, spiritual unity; that the teacher and pupil are the essentials in a school and that whatever tends to secure their unity and equality is a right act, and whatever tends away from these is a wrong act.

**IV. History of Education.**—Seeley.

The history of education shows the pedagogical problems that have interested thoughtful men in all ages. Shows how some of these have been solved, and points the way to the solution of others. Educational systems are studied, the good accepted, the bad rejected.

**V. Logic.—McCosh.**

Here we have universal form of thinking in harmony with objective reality. This is rational psychology; revealing the structural framework of the thinking reason; revealing the nature of mind. Here we have the laws of thought, and by these laws we can test our thought, as by the rules of grammar we can test our speech.

**VI. Ethics.—Valentine.**

The subject of ethics is a scientific study of the facts and laws of man's moral constitution and the nature and ground of right and wrong. The student is made to feel that he has firm footing and that he grasps eternal verities.

**VII. Natural Theology.—Valentine.**

In this study there is an exploration of the world of matter and of mind to discover evidences of the being and character of God. Care is taken to show that science, philosophy, and theology stand together in harmony; that all are from God and reveal his thought and character.

(For additional courses see School Administration.)

**VIII. School Administration—(See Normal Department.)**

**IX. School Management—(See Normal Department.)**

**X. Course for High School Teachers—(See Normal Department.)**

**XI. General Course for Teachers—(See Normal Department.)**

**ENGLISH.**

**Professors Kiehl and Rosselot.**

**I. The History of English Literature.**—This course treats of the origin, development, and scope of English Literature from its beginning to the present time. The aim will be to leave with the student the essential facts in the literary history of the English people.

**II. The Principles of Literary Criticism.**—This is a study of the essentials of literature. There will be a specific consideration of the meaning, elements, laws, and scope of literary expression. Text-book study will be supplemented by papers, discussions, and assigned reading. (This or a substitute offered.)

The above courses are not arbitrary. If the classes wish, others can be selected in their stead.

**III. English Literature.**—This work will give a survey of English literature from the beginning to the present time. A



good historical basis for more advanced study in literature. Special attention will be given to Anglo-Saxon and Norman influences, together with the effect of the Renaissance and Reformation. Long's "English Literature" will be the text.

**IV. American Literature.**—A study of American authors and their works will be pursued in this course. The biographical side of this work will receive the greatest attention. Simond's "American Literature" will be the text.

**V. English Grammar.**—This will be an entire review of the subject, especially adapted to teachers desiring a review or those preparing to teach. Analysis and diagramming, Irish's method. Text, Baskerville and Sewell.

## **FRENCH AND SPANISH.**

**Professor Rosselot.**

**French I.**—This course will cover all the essentials of grammar and one hundred and fifty pages of text. Conversational and dictation practice daily. An accurate and thorough command of the grammar and of pronunciation will be insisted upon.

"A French Grammar," by Thieme and Effinger, will be the text used. Ten hours per week at 7:00 and 11:00 each day.

**French II.**—Victor Hugo's prose and poetry. An effort will be made to become acquainted with Victor Hugo as a man, as a writer, and as a philosopher. Selections from Victor Hugo by Warren will be the text. Five hours per week.

**Spanish I.**—An elementary study of Spanish. The grammar will be covered and will be accompanied by easy reading. This course will be introductory to and will prepare for Spanish II of the regular college work. Loiseux's "Elementary Spanish Grammar." Ten hours per week, 6:00 and 10:00 each day.

## **GERMAN.**

**Miss Coblantz.**

**I. Beginner's Class.**—Five hours a week. This course is for review only. Thomas's Grammar is used. Particular attention is paid to forms of inflection. Daily practice in oral and written translation from English. If there is sufficient demand, such books as Mosher's "Wilkommen in Deutschland," Wells' "Drei Kleine Lustspiele," or Illern's "Hoher als die Kirche" will be read.

II. **Wilhelm Tell**.—Five hours a week. A careful study of the German idiom. This work is supplemented by composition. Text, Bernhardt's "German Composition."

III. **Hermann und Dorothea**.—Five hours a week. A continuation of composition. This course is for those who have finished Course II.

IV. **Nathan der Weise**.—Five hours a week. History of German Literature from the earliest period through the life and works of Lessing.

V. **Iphigenie** (or an equivalent).—Five hours a week. German literature. A study of the life and works of Goethe. No college credit is given for Course I.

Courses IV and V each require written productions.

## **HISTORY.**

Professors Kiehl, Trump, and Snavelly.

I. **General History 1**.—This course will take up Ancient History to the fall of the Roman Empire. Civilization will be traced from its earliest dawn in Egypt through Babylon, Assyria, Persia, and Greece, to the downfall of the Roman Empire. Special attention will be given to religions, literatures, and other lines of development.

II. **General History 2**.—This work will be the completion of General History. A general survey will be given from the downfall of Rome, 476 A. D., to the present time. Library work will be given in both courses in General History with Myers' "General History" as a text.

III. **English History**.—This course will give an adequate knowledge of English History. Papers on assigned subjects will be one of the features of the work. Cheyney's "History of England" will be used.

IV. **European History**.—This course in European history will deal with the period of the religious reformation. The causes which brought on the revolt from Rome will be taken up, and the movement will be traced through the religious wars.

V. **United States History**.

## **MATHEMATICS.**

Professors Wagoner and Kiehl.

**Arithmetic**.—An effort will be made to use such material in this subject as will meet the needs of teachers, those preparing to teach, advanced students and any who may wish to become

more familiar with the most beautiful and most practical of the common branches.

The work will cover percentage, mensuration, and such other subjects as the class from time to time may demand.

Particular attention will be given to stocks and bonds as they are involved in arithmetical solutions.

Occasional talks will be given on taxes, bonds, and kindred subjects.

Text, Eaton's "New Practical by 300 Authors," or Royer's "Higher Mental." Five hours per week.

**Algebra.**—I. A beginner's course will be offered. In this course from the very beginning great emphasis will be laid on abstract reasoning. The subjects covered will be the fundamental operations, factoring, highest common divisor, least common multiple, and fractions.

II. This work begins with simple equations of one or more unknown quantities and includes involution, evolution, theory of exponents, and quadratics. This work will be a thorough training in the above-named subjects and is a continuation of Course I.

III. This course will complete the elementary work in Algebra. The subjects covered will be simultaneous equations, ratio, proportion, progressions, and logarithms. Throughout Courses I, II, and III special attention will be given to argumentative processes. Hawkes-Luby and Touton's First and Second Courses in Algebra will be used as a text.

IV. A course will also be offered to those who wish to review the whole or parts of the work in elementary algebra. This will require, however, that the student have a pretty good foundation and this to be subject to the judgment of the teacher upon trial.

**Geometry.**—I. Plane Geometry will be offered to those beginning or to those who wish to review. The aim of the course is twofold: first, definitions, proof of theorems, and the general mathematical principles will be taught; second, accuracy of statement, precision in the use of language, proper argumentative forms, and a general and careful discipline of the mind will receive the strictest attention.

II. Solid Geometry will be offered and taught on the same plan as Plane. The third dimension will give broader view and add complexity to the work. Wentworth and Smith Plane and Solid Geometry will be used in both courses.



## NATURAL SCIENCE.

Professor McCool.

I. **Nature Study.**—The aim of the course is to acquaint the student with his environment. Both plants and animals are studied. Habitat, life history and behavior are the chief subjects of investigation. Special attention is given to the communal life of the ants, bees, and wasps, the habits and life histories of some other of the commoner insects, and the identification, nesting habits, and economic value of birds. Economic importance is emphasized in connection with all the forms studied. Some time is given to the study of trees and some also to mammals, frogs and fish. Lectures or recitations (one hour) and field periods (two hours) are held each day, and one or two short themes on assigned topics will be required weekly. Credit four hours. This course is designed primarily for teachers in public schools. Students not desiring credit may be released from part of the field work.

II. **Physical Geography.**—This work consists of a study of the topographical features of the earth and the forces which operate in their formation. Earth relations—motions, latitude, longitude, etc., receive same attention, while the atmosphere is studied in considerable detail. Special attention is given to climate, the weather, and weather maps. The ocean, its tides and currents and their relation to climate is also included. The relation between physical nature and life receives our attention and throughout the course the student is led to investigate for himself and thus to learn to use his own powers of observation and reason. Recitations are held twice each day and at least two hours a week of field work is required. Credit, one-half unit.

III. **Human Physiology.**—This course will consist of a fairly advanced study of the properties and functions of various portions of the human body. Sufficient attention will be paid to Anatomy and Histology, in an elementary way, to lay a foundation for the understanding of the principles of Physiology and Hygiene. Skeletons, charts, and models are used as helps in the recitation room, while experimental demonstrations of some of the simpler phenomena of life's processes are taken up in the laboratory.

Recitations twice each day. Laboratory work two hours a week. Text, Conn and Budington. Credit one-half unit.

IV. **Botany.**—This course, embracing lectures, recitations, laboratory and field work, includes primarily a study of ecol-

ogy, morphology, and physiology of plants, though some attention is given to classification. Particular emphasis is laid upon the laboratory and field work of which careful notes and drawings are preserved by the student, together with an herbarium of at least twenty-five mounted specimens. The student is expected upon the completion of this course to recognize all the more common trees and plants of this locality. One recitation or lecture and one laboratory period each day, regular field work twice each week. The recitations may frequently be held in the field. Bergen and Caldwell's Practical Botany. A laboratory fee of fifty cents is charged for this course. Credit, one-half unit.

**V. Elementary Agriculture.**—A study of soils, their composition, drainage, ventilation, and management. Much attention is given to the study of agricultural products, the relation of different soils to the various crops, the history, improvement and economic value of the more important plants, fertilizers, rotation of crops and the destructive effect of parasitic forms, both plant and animal.

Garden and orchard crops receive due attention, and special emphasis is laid upon stock feeding and general animal husbandry. The class meets twice daily. Lectures, recitations, and laboratory work are included. Collateral reading and field observation required. A laboratory fee of fifty cents is charged for this course. Credit, one-half unit. Texts: Ivan's Agriculture in the Public Schools or Warren's Elements of Agriculture.

## **LATIN.**

**Professor Wagoner.**

**Caesar.**—The study is open to students who have completed first year Latin, or those who wish to remove conditions or care to read it with a view to teaching.

As much time as possible will be devoted to the review of declensions, conjunctions, and syntax.

The aim will be to read four books or such parts as students may demand to meet conditions.

Five recitations of one hour each per week.

**Cicero.**—This work will cover four orations against Catiline and will be open to students who have read Caesar or the equivalent in some other text.

Time will be devoted to the explanation and discussion of conditions existing at Rome which gave rise to the above-mentioned orations.

Special attention will be given to the subjunctives.

Five recitations of one hour each per week.

**Cicero II.**—This study will include Pompey's Military Command, Poet Archias, Pardon of Marcellus, and such other work as may meet the demands of applicants.

Social and political conditions of the Romans at the time of these orations will be presented.

Five hours per week.

**Virgil.**—Students may be permitted to read two books. Special effort will be made to familiarize the student with the beautiful story of the downfall of Troy as presented by this author. The finer points of syntax will be noted.

The mythological characters will receive due attention so that the student may be enabled to unravel the story for himself.

Five hours per week.

## **PHYSICS AND CHEMISTRY.**

**Professor Kiehl.**

Courses in these subjects will be offered if there is sufficient demand. Persons interested should inquire in advance.

## **SOCIOLOGY AND ECONOMICS.**

**Doctor Snavelly.**

**General Sociology.**—In this course attention will be given to the basis of social organization, to the different units of organization that have been potent in making society what we find it to-day. As much time as is practicable will be given to special problems in applied sociology.

**Economics.**—The summer course in economics will deal largely with the principle of economic science, in order to lay a foundation for more advanced work in the field of special economic problems.

**Civics.**—This course will briefly consider the origin of government, then attention will be given to the origin of government in America. The constitution will be carefully analyzed. This course will be especially designed for teachers.

## **PUBLIC SPEAKING.**

**Professor Heltman.**

**Principles of Public Speaking.**—A course in the underlying principles of all good speech. A study is made of phonetics, articulation, pronunciation, emphasis, key, inflection and gen-

eral effectiveness. Practice in the application of these principles will be given in class-room drill on original and memorized selections.

**Reading Course for Teachers.**—This course is intended, primarily, for those who wish to teach reading correctly in the public schools. A study is made of the psychology of reading. Members of the class will be instructed in the reading of selections and articles making application of the underlying principles.

**Technical Training in Reading.**—For persons taking the above course, instruction will be offered in the use of the celebrated Aldine Method of Reading for Public Schools.

**Private Lessons.**—A few hours will be open for private instruction in Expression for those who wish to make some special study of this work.

## Normal Department

**William T. Trump, Ph. B., Supervisor.**

Otterbein has each year added new features to its department for teacher training. Superintendent Trump, of Miamisburg, whose splendid work of former years called forth such favorable comment, will have general oversight of this department in addition to his own work as instructor.

Special emphasis will be placed upon methods, reviews of common branches, critic teaching and in short any phase of training the teacher may desire.

The following features will be included in the Normal Department:

### MODEL SCHOOL.

**Miss Maria S. Chase, Director.**

**Superintendent Elementary Grades, Mt. Vernon, Ohio.**

It will be the purpose of the work in this department to give to teachers, through type lessons, a general idea of the work of the first four grades. Actual work will be done with the children who are in daily attendance. There will be classes in reading, language, arithmetic and geography, with work suited to the various grades. The lecture hour each day will be devoted to discussions of school work,—not only that which has been done in class, but the possibilities, of which the class work can be, because of limited time, only a suggestion. Attention will be given to the making of lesson plans, correlation of hand work with subject matter taught, training of the senses, and general method of school management.



First grade work will consist principally of reading and language, with drawing, paper-cutting and dramatization as means of expression.

Second grade has for its problem in reading, getting the thought from a whole story, as opposed to sentence and paragraph reading in the first grade. Therefore, work of this kind will be emphasized. Language will be oral and include story telling and reproduction, poem and picture study.

Third and fourth grade reading will include thought getting and interpretation, and clear enunciation, and will aim to give children an appreciation of the best in literature.

Language, oral at first, will give methods of presenting written work, through the class essay, followed by dictation, the original oral story, and the original written story.

Home geography will be taught in the third grade, while book work will be begun in the fourth, with the use of supplementary materials.

## **SCHOOL ADMINISTRATION AND METHODS.**

**Professors Trump and Pearson.**

**I. School Administration.**—This course will be offered for the following class of students.

The best books that have been written, dealing with problems of the Secondary School, will be at the convenience of the student for reference work.

The following special subjects will be given prominence during the term:

1. The superintendent and the teacher.
2. The teacher and the pupil.
3. The period of adolescence and its relation to school work.
4. The social activities of the school.
5. The high school principal.
6. Grading and promotion.
7. The improvement of teachers in service, etc.
8. Professional books.

Dutton and Snedden's Administration of Public Education in the United States will be made the basis for class-work.

Frequent reference will be made to Brown's The American High School and to Hollister's The Administration of Secondary Education.

The student will be required to give special attention to source material and will be expected to become acquainted with the best books on pedagogy.

**II. Classroom Management.**—This course will be offered for teachers and those preparing to teach.

Its aims may be summed up as follows:

(1.) To acquaint the student with the best methods of organizing school work.

(2.) To acquaint the student with the best methods of presenting reading, history, geography, etc., to pupils of the various grades.

(3.) To make a study of psychology in its relation to the work of the teacher.

(4.) The student will be expected to do reference work in order to get acquainted with the professional literature that deals with the problems of the grade teacher.

All students possessing standard pedagogical books, should bring them along if they expect to take work in this course.

The perplexing problems of the school that all teachers meet will be given prominence in our discussions.

Each one who takes this course will get a proper estimate of the great work of the teacher and go back to his work with a new inspiration. Text, Dutton's School Management.

**III. Course for High School Teachers.**—This course will give attention to the entire work of the high school in all its phases, including the correlation of studies. The basis for the course will be "High School Education," by Charles Hughes Johnston, Dean of the School of Education of the University of Kansas, and many others who have chapters on subjects in which they are specialists. The scope and character of the work will be indicated, somewhat, by the following captions taken from this book:

Current Demands Upon the Programme of Studies, The Disciplinary Basis of Courses of Study, History of Secondary Curriculums Since the Renaissance, Instruction: Its Organization and Control, Mathematics, Physics, Chemistry, Biology, Physiography, English, Public Speaking and Voice Training, Latin, Modern Languages, History, Civil Government, and Political Economy, Drawing, Music, Moral Education and Training, Physiology and Hygiene, Agriculture, Commercial Education, Vocational Training, Practical Arts for Girls, Psychology in the High School, The High School Library.

Constant reference will be had to plans and methods for making the work of the high school more effective and connecting it vitally with practical life.

**IV. General Course for Teachers.**—This course is designed for teachers of all grades, from the primary through the high school, and will have to do with basic principles of teaching. No text-book will be used exclusively, but constant reference will be made to the following: "A Brief Course in the Teaching Process," by Dr. George D. Strayer; "The Art of Education," by Dr. Ira W. Howerth; "Social Principles of Education," by Dr. George H. Betts, and "The History of Modern Elementary Education," by Professor Samuel C. Parker. A minimum of the theoretical and a maximum of the practical will be the aim in this course. The following outline will give a hint as to the character of the work:

**The Teacher:** His personality, scholarship, technique, professional spirit, discipline, etc.

**The Pupil:** His aptitude; attitude toward: the school, the teacher and the studies.

**The School Regime:** The recitation, the art of questioning, the mechanics of the work, socializing school work, and school spirit.

## **PENMANSHIP.**

**Mr. Nave.**

Improvement in the art of writing may be made by taking advantage of the following courses: Business, Ornamental, Letter, and Visiting Card Writing; Show Card and Pen Lettering by the use of the Automatic Pen. Either two or three lessons per week.

Terms—

Plain Penmanship—15 lessons—\$1.50.

Card Writing and Automatic Lettering, each 25 cents extra.

## **DOMESTIC SCIENCE—HOUSEHOLD ECONOMICS.**

**H. L. Hopper.**

A course of lectures on the furnishing and decorating of the home will be given and practical demonstration given of the method of selecting furniture, draperies, etc.

## **STORIES AND STORY TELLING.**

The great popularity of the story-telling hour last year justifies the announcement of a similar department with increased interest this season. The theory and art of story telling are presented by graded stories from both teachers and children.

## **REVIEW COURSES.**

Opportunity for reviewing any of the common branches under skilled teachers will be given to all students.

## **MANUAL WORK.**

**Miss Bascom and Miss Chase.**

**Paper Folding**—Free-hand cutting and pasting.

**Design**—Use of conventional and natural forms. Borders. Surfacing designs.

**Constructive Work**.—Making simple objects. Furniture, etc.

**Weaving**.—Mat weaving. Loom weaving with simple hand-made looms.

**Painting**.—Washes, Landscapes, Fruit and Flowers, Moss work.

Some of this work will be given in connection with the work of the grades and some in the art department. (See Art Department and Model School.)

## **PHILOSOPHY AND EDUCATION.**

(See page 16)

## **PUBLIC SCHOOL MUSIC.**

(See School of Music.)

## **PUBLIC SCHOOL ART.**

(See School of Art.)

## **PUBLIC SPEAKING.**

(See page 24)



# SCHOOL OF MUSIC

**G. G. Grabill, Director.**

*(Piano, Harmony, Counterpoint, History of Music)*

**Miss Grace Denton.**

*(Voice Culture, Public School Music)*

The Music Department is offering some exceptionally good courses this summer. Director Grabill will have charge and will offer work in Piano, Harmony, Counterpoint, etc., and Miss Grace Denton will teach the voice pupils and offer an unusually strong course to teachers in public school music work.

All work done in this department during the summer term will receive full credit in the regular Conservatory courses of study. Recitals will be given by the pupils as circumstances will permit. The splendidly equipped Lambert Hall, with its practice pianos, is open for the use of summer students, and no one need be deterred from studying music through lack of an instrument.

Special attention is called to the new schedule of rates of tuition, where it is seen that those who take two lessons per week with the Director, in piano, can do so at a great reduction in cost. Also, the two lessons per week vocal students can get the advantage of a material reduction in the cost of instruction.

Beginners in any line of music will be welcomed, and much care will be taken to make sure that a good start, which is half the battle, be given them.

## **PUBLIC SCHOOL MUSIC.**

**Miss Denton.**

Vocal drill. Musical sounds by imitation. Rote songs. Ear-training. Oral tonal and metric dictation. Eye-training. Written tonal and metric dictation. Staff. Clef. Time-signature. Key-signature. Ties. Notes and rests; their value. Tones as represented by notes upon the staff. Scale step by step. Scale,

pitch and syllable names of the scale. Various keys and how to present them. Melody, Rhythm, Broken Measures, Accent, Dotted notes, Chromatic intervals. Intervals in detail. Syncopation, Motive, Phrase, Period, Cadence, Sight-reading. Unison and part singing. The great staff Chords. Modulations and Transpositions.

## **VOICE.**

**Miss Denton.**

Breath control. Study of various organs entering into the productions of tone. The head voice. Vocal registers. Extension of compass and equalization of voice registers. Vocalises and Solfegios. Songs. Interpretation. Sight singing.

## **RATES OF TUITION.**

### **Piano.**

Private lessons, two per week.....	\$10.50
Private lessons, one per week.....	6.00

### **Voice.**

Private lessons, two per week.....	7.20
Private lessons, one per week.....	4.50

### **Harmony, Counterpoint, Etc.**

Private lessons, two per week.....	10.50
Class lessons, one hour per week.....	4.50
Rental of practice piano, one hour per day for term.....	1.25
Each additional hour .....	.75

### **Public School Music.**

Supervisor's course—Three weeks.....	3.00
Supervisor's course—Six weeks.....	5.00

## **SCHOOL OF ART.**

**Miss Blanche E. Bascom, A. B., Director.**

**Miss Harriet Gegner, Assistant.**

### **REPRESENTATIVE ART.**

**Miss Bascom.**

**Charcoal.**—Free-hand drawing from still-life and casts. \$10.00 per term of twenty lessons.

Work from still-life, interiors and nature, in the following mediums:

**Water Colors.**—\$12.00 per term of twenty lessons.

**Oils.**—\$12.00 per term of twenty lessons.

**Pencil.**—\$12.00 per term of twenty lessons.

## **ARTS AND CRAFTS.**

**Miss Gegner.**

**Art Metal.**—Jewelry and other metal objects—\$12.00 per term of twenty lessons.

**China Painting.**—\$12.00 per term of twenty lessons. A nominal charge is made for firing.

**Basketry.**—Reed and raffia articles of all kinds, \$10.00 per term of twenty lessons.

**Clay Modeling.**—\$10.00 per term of twenty lessons.

## **NORMAL METHODS IN ART.**

**Miss Bascom.**

This course is especially prepared for teachers in the public schools. It consists in lectures and practical demonstrations of the proper methods of presenting the subject of art in the first eight grades of the public schools.

\$6.00 per term of one hour a day for the six weeks.

## **TEACHERS' EXCHANGE.**

Otterbein University has become noted for its ability to locate its graduates and students in desirable teaching positions. A Teachers' Exchange has been established under college direction whose business is to aid teachers in securing suitable positions and in helping school authorities in locating teachers. No guarantee can be made that a teacher can be thus located, but every effort will be made to do so.

For further information concerning the Summer School, inquire of

W. G. CLIPPINGER,  
President.





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